DOCUMENT RESUME

ED 469 465 JC 020 629

TITLE	Building a Collaborative Network To Support Michigan Community Colleges in a Global Market. Michigan Community College Virtual Learning Collaborative.
INSTITUTION	Michigan Community Coll. Association, Lansing.
PUB DATE	1998-06-10
NOTE	27p.; Financial support also provided by the Michigan Jobs Commission.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	Access to Education; *Community Colleges; *Cooperative Programs; Educational Innovation; Institutional Cooperation; *Organizational Objectives; *Partnerships in Education; Shared Resources and Services; Two Year Colleges
IDENTIFIERS	*Michigan

ABSTRACT

This report describes the Michigan Community College Virtual Learning Collaborative (MCCVLC), an innovative educational environment that provides learners access to high-quality courses through a variety of technologies. The following describe the collaborative's guiding principles: (1) faculty and staff at all Michigan community colleges will have the opportunity to contribute to academic, training, and service programming; (2) each Michigan community college will have the opportunity to access programming from other participating colleges; and (3) traditional and nontraditional community college students will have access to services and programs. The collaborative's key components are the governance board, central staff, advisory teams, shared services, virtual colleges, virtual learning providers, advisory council, and indirect customer groups. This document discusses each component in detail and contains an organizational chart that outlines their relationships. Finally, MCCVLC's goals are presented: (1) to develop the high-quality human, technological, and programmatic capacity that allows Michigan community colleges to survive and thrive in a virtual environment; (2) to serve current markets well, while expanding access to under-served populations; (3) to provide access to product and service deliverables in a seamless manner; and (4) to build a collaborative that allows partners to develop individually as well as collectively. The document concludes with specific objectives and a financial plan. (EMH)

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Michigan Community College Virtual Learning Collaborative

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Building a Collaborative Network to Support Michigan Community Colleges in a Global Market

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Acknowledgment

The design and planning activities associated with the Michigan Community College Virtual Learning Collaborative have been made possible through financial support from the Michigan Community College Association, its member colleges, and the Michigan Jobs Commission. Numerous hours of in-kind support were provided to the project by the Merit Network Inc. and the Michigan Virtual Automotive College. Additionally, countless hours of volunteer time were provided by over sixty volunteers, representing the 28 Community Colleges, serving on the initial Task Team and the Core Teams.

Michigan Community College Virtual Learning Collaborative

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Foreword

Emerging Forces and New Paradigms

Significant forces are at work as Michigan approaches the dawn of a new century. These forces are contributing to one of the most dynamic transformational times in history. Among the many forces at work, there are several deserving of special attention at this critical time. Perhaps the most prominent is the explosion of information and knowledge. At no time in the history of the world has the rate of creation and transmission of new information and knowledge been as rapid as it is today. Recent estimates suggest that knowledge and information in some fields is doubling by measures of months and years as opposed to decades and centuries. Skills and knowledge learned in degree programs at high school, technical school, or four-year colleges are currently estimated to be sufficient for between two and four years at best. Instantaneous access to new knowledge and information is becoming a necessity for workers in all industries.

Another, which is occurring simultaneously, is the dramatic expansion of information which is rapidly becoming embedded in all aspects of our everyday lives. Most significant is the expansion of network technology and the increasing connectivity of people in all walks of life. Different forms of audio and video technology are emerging on the Internet. In a relatively brief period of time, the American economy has been transformed from primarily a manufacturing base to an information and knowledge base. The key to global competitiveness in the new millennium will be access to an information infrastructure that allows people to communicate efficiently and to access information, education, and training whenever and wherever it is needed.

Yet a third force at work is the integration of technology in the workplace. Technology is fundamentally changing the nature of jobs and requiring new skills of today's workers. While this phenomenon has traditionally been discussed in terms of jobs being "automated," it is now more appropriately discussed in terms of jobs being "infomated." Some experts predict that by the year 2005 there will be no value-added job of any significance in America that does not come equipped with some complete technology or intelligent system to assist the worker and increase productivity and effectiveness. Competitive advantage will be determined by the effectiveness with which technology can be applied to add value or reduce costs. The modern workforce will need to understand how to access and use information to make better decisions more-quickly.

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Foreword (continued)

None too soon, a new learning paradigm is also emerging. Networked information and collaboration technology, combined with new forms of multi-media, offer new opportunities for enhancing access to lifelong learning opportunities. Information technology can bring new learning resources to the classroom and leaning opportunities to people wherever they are.

This technology can, for example, help meet the changing demands of the workplace for training throughout careers. It can support "just in time" as well as the more traditional "just in case" education. The Society for College and University Planning has estimated that this growing demand for ongoing learning in the workplace will equate to over 2 million additional full-time equivalent students within the coming decade. Using the traditional bricks and mortar approach would require building an additional 672 campuses around the country with an enrollment of 30,000 students each, at a construction cost of $235 billion and an annual operating cost of $217 billion. Information technology must be considered as a more cost-effective option for expanding access to education.

A final compelling force for consideration is the arrival of the technology savvy citizen. The "Nintendo generation" has arrived in our schools and in the American workplace. For this generation of workers, students, and consumers, Internet access is becoming as integral to their everyday lives as having water, electricity and telephone service. Nielsen Media Research reports that more than 58 million people are now on the Net—more than one in four adults in the USA and Canada. Evidence also suggests that successive generations of Americans expect to lead lives even more dependent upon technology. An April 1997 CNN/USA Today poll of American students in grades 7-12 revealed that:

a) students preferred the use of the Internet over books to conduct research for school reports, by a margin of 77% to 22%;
b) 82% believe that strong computer skills and a good understanding of technology will be necessary for them to make a "good' living;
c) while 82% say that they could easily live without video computer games and 49% without a VCR, only 23% say that they could easily live without a computer; and,
d) 91% believe that computer, TV, VCR and phone will be completely integrated within their lifetime.

When one reflects upon these forces, there can be little question about the need for innovative planning and aggressive action on the part of Michigan's leaders to ensure that Michigan's citizens are not left behind.

Michigan Community College Virtual Learning Collaborative

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History of the Michigan Community College Virtual Learning Collaborative Initiative

During the 1995-96 school year a Trustee/President Taskforce on Statewide Services was established to address issues relating to the ongoing concern on the part of community college leaders for underserved students throughout the state. The Taskforce Report was presented including a specific recommendation to initiate planning for the creation of a Michigan Virtual University at the 1996 Presidents' Summer Conference. In September 1996, Washtenaw Community College, as part of the conclusion of their participation in CoNDUIT, hosted a conference for the community college leadership to consider issues pertaining to virtual education initiatives. At this conference the MCCA Presidents' Technology-mediated Instruction Taskforce created a Staff Taskforce to study and make recommendations for developing a Michigan Virtual Community College.

The Staff Taskforce was to be comprised of one representative from each college, appointed by the President. The group met monthly using five interactive video classrooms scattered around the state. To facilitate between-meeting discussion, a shared resource environment was created on the World Wide Web along with a Conferencing On the Web environment and a listserver.

During the first few months, the Staff Taskforce began an audit of the Intercollegiate Programmatic Partnerships, identified and assessed other statewide audits of technology and distance instruction, and struggled with concerns raised by creating a virtual community college. In particular, would that entity become the equivalent of a 29th community college, conferring degrees and competing for state funds?

At the 13 December 1996 meeting of the MCCA Presidents, a new Mission statement was drafted, a set of core beliefs established, and the project was named the Michigan Community College Virtual Learning Collaborative(MCCVLC). It was agreed that developing a collaborative network open to participation of all 28 community colleges was the goal, rather than development of a new community college which might be viewed as competition for the existing traditional community colleges. Further, it was recognized that learning and provision of services would be the focal points of the network.

Whereas a concept of a virtual community college had seemed a technology-mediated version of a traditional community college, the Staff Taskforce discovered it needed to formulate a new structural image for a virtual learning collaborative(VLC). Taking a very long list of components which the group identified as parts of traditional community college environments, sub-groups evaluated the degree of benefit and ease of development for each in terms of a VLC. Between meetings, task force members spent time discussing the proposed ease/benefit values, making alterations in the values where appropriate. Finally, the group identified the most critical components which became known as the VLC Infrastructure Priorities.

History of the MCCVLC (continued)

Clusters within the Infrastructure Priorities evolved into what are now known as the MCCVLC Core Teams. These teams are regarded as resource groups of expertise culled from the community colleges. A sub-group from the Staff Taskforce was identified to function as Core Team leaders. Taskforce members began identifying individuals from the colleges to serve on the Core Teams.

The Leadership Team attempted to define a "Front Door"-model for access to courses and services, into which the Core Teams would develop selected components. They agreed that the environment should have both information conveying features, like the Web, and interactive real time features, like a virtual reality environment, but lack of experience with the object-oriented, multi-user environments characteristic of virtual reality hampered our experiments at this level.

On March 25, 1997 the MCCA Presidents and Trustees met to consider formally investing in development of the MCCVLC. The initiative was approved unanimously and an assessment fee was levied according to a state formula to fund the early development stages of the MCCVLC.

The Staff Taskforce, members of the Core Teams, and ETOM held a joint conference at the end of May 1997 to become more familiar with complex learning systems, get hands-on training with Athena University's Virtual Online University environment, and to define key projects which would become next steps for development. The key projects identified were Courses, Technology Standards and Alternative Delivery Technologies, Faculty Training, Transferability, and Student Services.

The summer and early fall were spent defining a shared vision statement, converting the results of the Intercollegiate Partnership survey to an electronic form, and refining and populating the technology-mediated distance education course online database. The latter was placed on the World Wide Web along with project information and links to all 28 community colleges.

In September 1997 the community colleges began the design of strategic and business plans for the development of the MCCVLC as well as identifying funding resources to achieve this development.

In early November, a seven-person, lead team was established to complete the final planning, in preparation for presentations in June 1998 to the MCCA Executive Committee, Presidents' Committee, and potential funding sources. The following planning document is the product of the lead team.

Michigan Community College Virtual Learning Collaborative

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Mission Statement

To connect the teaching and student support capacity of participating Michigan community colleges so that learners and clients can access affordable, high-quality learning opportunities whenever and wherever desired.

Vision Statement

The Michigan Community College Virtual Learning Collaborative is an innovative learning environment wherein learners and clients from throughout Michigan and beyond its boundaries have access to high-quality courses, programs, and services offered by Michigan's community colleges through a variety of traditional and "leading edge" technologies. The collaborative enables learners and clients to have interactive experiences in real time and on demand, both on and off the traditional campus.

The network provides the community colleges in Michigan with the opportunity to take collective advantage of the expertise of its faculty and staff to provide a wide range of courses, programs, and services. It spurs creative thinking in how to provide these courses and services so that the needs of the learners and clients in Michigan, across the nation, and around the world, can be met by Michigan community colleges.

Michigan Community College Virtual Learning Collaborative

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Guiding Principles

1. The faculty and staff at all Michigan community colleges will have the opportunity to demonstrate their capacity to contribute to academic, training and service programming of the collaborative and to receive training and support to improve their capacity to contribute.
2. Each Michigan community college will have the opportunity to access programming from other participating community colleges to its campus and to learners within its traditional service area.
3. The collaborative will be designed to serve traditional community college students as well as those who are not served by the existing system, but who need what community colleges have to offer, including those who are bound by: geography, physical handicap, time constraints or technology deprivation and/or any combination of the above.
4. The collaborative will utilize the capacity of all available technologies to deliver programming and services but the focus for the future will be clearly placed upon those with the greatest capacity to remove barriers to opportunity .
5. The collaborative will place a clear emphasis on competency-based programming as opposed to seat-time.
6. The collaborative will serve as a facilitator of cooperation among community colleges, in the development and delivery of more convenient, higher quality learning opportunities for all Michiganians who have an interest in what community colleges have to offer.
7. The collaborative will focus on the design of learning opportunities which are affordable, high quality, accessible, and appropriate to need.
8. The collaborative will be based upon a business plan which demonstrates the capacity for financial independence and viability over the long term.
9. The collaborative will embrace the traditional and primary missions of the community college including workforce training, transfer preparation, and life-long learning.
10. The collaborative as an entity will not become a source of course or program generation, but will build upon the strengths of the participating community colleges.
11. The collaborative will foster the use of advanced telecommunications and either establish or reaffirm existing standards and protocols within the community and state.
12. The collaborative infrastructure, both human and technological, will be flexible enough to enable growth, transition, and enhancement.
13. The collaborative shall be designed to be flexible and scaleable to accommodate changes in technology and will incorporate means of ongoing evaluation of its effectiveness.

Michigan Community College Virtual Learning Collaborative

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Summary of Key Components and Primary Relationships

Key Components

Governance Board - This Board would function much in the same manner as a Board of Trustees to set the overall direction and define the desired "Ends" for MCCVLC. Other responsibilities would include ratification of the Mission, Vision, Guiding Principles, Strategic Plan, Operations Plan, and Financial Plan. Suggested representation on the Governance Board would be community college presidents.

Central Staff - In order to implement the overall plan of the MCCVLC, a small central staff will be required to provide on-going coordination of core tasks and interactions with funding entities, internal and external customers and clients, contractors, and other program providers. The collaborative director would be accountable to the Policy Board.

Advisory Teams - Most of the early work on the project was accomplished through the diligent efforts of dedicated individuals from the participating colleges. After initial discussions of general goals, important issues and the desired outcomes of a Community College Virtual Learning Collaborative, the task force members aligned themselves around four primary areas of focus. The four areas were 1)Instruction, 2)Student Services, 3)Administration, and 4)Technology. The "Important Issues" discussions within those four core teams subsequently led to the identification of key operational tasks important to the development and deployment of the overall plan. The present design of the MCCVLC suggests value in the continuation of the Core Team activities to assist and support the Central Staff.

Shared Services - As the MCCVLC becomes an established entity, one of the benefits to the Collaborative would be the cost-effective sharing of critical services. An early activity of the Central Staff would be the identification of the few key services which could provide that benefit including centralized web integration, joint-venture support, staff development, and marketing.

Virtual Colleges - The Michigan Virtual Automotive College (MVAC) is an established and functioning entity. Building on that model, it is anticipated that additional virtual colleges will be established under the auspices of Michigan Jobs Commissions to serve other industries. Those colleges will focus on the development of virtual education and training programs for other important Michigan business sectors such as furniture, plastics, and tourism. It would be beneficial for the MCCVLC to establish a strong instructional design relationship with those colleges. Such a relationship would help strengthen MCCVLC participants' entry into those markets.

Components and Relationships (continued)

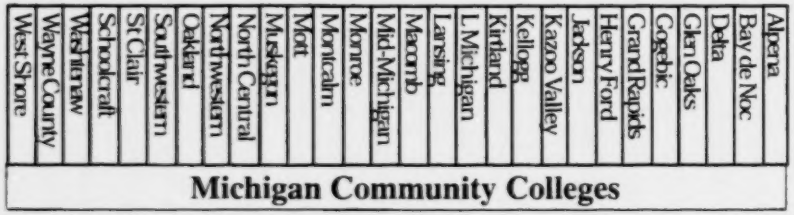
Virtual Learning Providers - MCCVLC could benefit from the development of a number of joint-ventures and relationships with other private providers of virtual learning courses and programs. Such ventures and partnerships could hasten the "new product to market" cycle in the participating colleges. MCCVLC could improve its role and involvement in those partnerships by participating as a collaborative, rather than individual colleges.

Advisory Council - The Advisory Council would be made up of representation from all 28 Michigan community colleges. Representatives from each college would be selected by the president and serve as the voice to-and-from the president. Other responsibilities include the brokering of talent to the core teams and project teams, serving as the information conduit between the MCCVLC and their institution, and participating in the development of MCCVLC plans.

Indirect Customer Groups - As the delivery of quality courses and programs from the MCCVLC progresses, it will be important to insure that the needs of all of its customer groups are being met. In addition to the direct customers such as students and clients, the needs and expectations of indirect customers should be identified and fulfilled as well. Initially that group would include such entities as the Michigan Jobs Commission, Regional Workforce Boards, Industry Associations, North Central Accreditation, and other higher educational institutions such as Four-Year Colleges And Universities.

MCCVLC
May 1998

Global Market for Education and Training



Michigan Community Colleges

Auto
Aviation
Furniture
Plastics
Tourism

Virtual Colleges

Private Providers
Certification Agencies
Others

Learning Partners

MCCVLC
Organizational Structure

Governance Board

MCCA
Presidents

Shared Services

- **Web Integration/MVU**
- **Venture Support**
- **Staff Development**
- **Marketing/Coord MVU**
- **Other**

Central Staff

Advisory Council

Representative from each community college
- selected by each President

Advisory Teams

- Instruction
- Student Services
- Administration
- Technologies

Indirect Customer Groups

Jobs Commission	Regional Workforce Boards	Industry & Library Associations	North Central Accreditation	K-12, 4-Year & Other **Higher Ed**

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Michigan Community College Virtual Learning Collaborative

Governance

MCCA-sponsored Collaborative

The Michigan Community College Virtual Learning Collaborative will be sponsored by the MCCA and those member institutions electing to join the Collaborative. Participation in the Collaborative is dependent upon payment of annual dues and the president of each participating institution signing the Collaborative Master Agreement. The extent to which participating schools choose to engage in the activities, beyond those basic commitments included in the Master Agreement, will be at the sole discretion of each participating institution. External funding to the Collaborative will be pursued and received by MCCA.

MCCA Executive Committee

Pursuant to MCCA By-Laws, the MCCA Board of Directors will have the authority to approve the consortium agreement, disband the consortium when and if deemed appropriate, and determine annual membership fees, if an, upon recommendation of the Executive Committee. The Chairperson of MCCA, with the consent of the Executive Committee, will appoint the governing board of the Collaborative. The Executive Committee will have the authority to employ or contrat staff leadership to begin operations of the Collaborative. Staff leadership will work with the Governing Board and operationally report to the President of MCCA.

Governing Board

The Governing Board of the Consortium will include 5-7 members, who currently serve as trustees or presidents of member Michigan community colleges. The president of MCCA will serve as a standing member of the Board. In appointing the Board, the MCCA Chairperson will balance institutions of different size and geographical representation. Members will serve 3-year rotating and renewable terms. *The Governing Board will adopt the Policy Model of board governance ("Carver model").* The Boards responsibilities include:

- approve Collaborative policies, strategic plans, budgets, audit and curriculum and review staff implementation.
- approve the financial structure of the Collaborative and recommend membership dues, if any.
- serve as a forum for resolution of disagreements within the Collaborative.

VLC Leadership

The Governing Board shall appoint a leader for the Collaborative on either a contract or employee basis. Said leader will have the responsibility of providing day to day leadership for and administering the Collaborative within the policies established by the Board.

Governance (continued)

Staff Leadership Team

A skeletal staff will be contracted or employed by the Collaborative staff leader. Leadership services may be contracted from participating colleges.

Staff Advisory Teams

Member community colleges will be involved in the key areas of student services, instruction, technology, and administration. Each college may appoint an appropriate and knowledgeable representative to serve on each of the teams. The teams will:

- provide advice on development of Collaborative systems, policies, procedures and services.
- assist in resolving issues which involve multiple colleges.

Staff Advisory Council

An advisory council will be established and comprised of representatives of each member institution. Representatives will be appointed by the president of each institution and will serve as the voice to and from the president. Other responsibilities will include the brokering of talent from respective campuses for service as members on the Staff Advisory Teams and serving as the information conduit between the Collaborative and their home institutions.

Michigan Community College Virtual Learning Collaborative

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Draft 6/9/98
Master Membership Agreement

This agreement is designed to formalize commitment to the Michigan Community College Association (MCCA) Virtual Learning Collaborative. Participation in this Collaborative is open to all MCCA member institutions. This agreement is put forth to establish the framework for the Collaborative, details of which will evolve over the weeks and months ahead. Nothing included herein is intended to prohibit any member institution from independently offering courses and/or programs via technology, outside the auspices of this Collaborative. This agreement is established as a means to the following ends:

- To meet the needs of expanded numbers of Michigan citizens who have a need for the knowledge content of Michigan's Community Colleges but who are currently prevented from accessing that content due to time and distance.
- To create a common user friendly learning environment which allows students to easily access the knowledge content provided by Michigan's community colleges
- To provide access to Michigan's Community Colleges to expanded markets within and beyond Michigan's boundaries.
- To provide Michigan Community Colleges with the capacity to compete for funds available from a variety of sources to meet the cost demands of this transformational movement.
- To provide an ongoing forum for member community colleges to discuss and explore the multitude of evolving issues pertaining to distance learning.
- To provide the opportunity to reduce costs for individual member colleges in their attempts to move into the virtual age.
- To provide Michigan community colleges with the opportunity to collaboratively create a force in terms of technology and content which allows member institutions to compete with other virtual initiatives which are emerging from all corners of the nation and the globe.

All member community colleges agree to abide by the understandings established in this agreement. This agreement is not intended to be all encompassing. It is expected that sub-agreements will be established for programmatic offerings in various curricular areas in which member institutions may or may not choose to participate. Member community colleges may discontinue their respective relationships with the Collaborative as of June 30 of any year.

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Not withstanding the exceptions noted above, member institutions agree to the following:

GOVERNANCE - To operate, for purposes of the Collaborative, within the governance structure recommended by the MCCA Executive Committee and adopted by the MCCA Board of Directors.

CONTINUING SUPPORT - To support the Collaborative financially through payment of annual membership fees as established by the Governing Board.

FUND PROCUREMENT - To collaborate in the procurement of funds (from sources which do not compete with current community college funding) to support the Collaborative and its member institutions.

COMMON STUDENT PRICING STRUCTURE AND REVENUE SHARING- To collaborate through staff advisory teams in the establishment of common student tuition and fee structures for the various offerings made available through the Collaborative by its member institutions, and to share in the revenue streams resulting from those offerings.

SHARING OF COURSES AND PROGRAMS- To consider and, when deemed appropriate, to participate in programmatic sub-agreements which will ensure the sharing of courses and programs for full credit toward certificate and degree offerings of the participating institutions.

STANDARDS AND PROTOCOLS-To work toward institutional compliance with the standards and protocols for delivery and receipt of courses and programs via a variety of technologies as they are determined by the staff advisory teams and approved by the Governing Board.

MVU-To participate in initiatives of MVU only with the full knowledge of and through the coordinating efforts of the collaborative.

President, Member Institution	**MCCA**
Date	**Date**

10 Revised

Michigan Community College Virtual Learning Collaborative

Goals

Goal A Develop high quality human, technological, and programmatic capacity to allow Michigan community colleges to survive and thrive in a virtual environment.

Goal B Continue to serve current markets well, while expanding access to under-served Michigan populations and to global customers.

Goal C Provide access to product and service deliverables in a manner which appears seamless to all customers.

Goal D Build the collaborative which allows the community college partners to develop their individual capacities while maximizing the product of their collective efforts and building toward self-sufficiency.

Michigan Community College Virtual Learning Collaborative

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Goals, Strategies, and Operational Tasks

Goal A **Develop high quality human, technological, and programmatic capacity to allow Michigan community colleges to survive and thrive in a virtual environment.**

Strategy A.1 **Design, create, and maintain an infrastructure in collaboration with Michigan Virtual University (MVU) which includes operating processes that enable learners and learning/service providers to function successfully in a virtual learning environment (VLE).**

- Task A.1.1 Facilitate the creation of collaborative programs, certifications and degrees for offering through the MCCVLC. [I]
- Task A.1.2 Facilitate the creation of new courses developed with instructional design team concepts. Include courses that are produced by other providers in a variety of technologies. [I]
- Task A.1.3 Develop the necessary processes to evaluate courses (before offering and after) including a process for improvement and updating. Review best practices in the uses of technology with courses. [I]
- Task A.1.4 Develop and distribute faculty training specific to competency-based instructional design utilizing a variety of delivery methods. Inventory faculty training activities on each campus and provide opportunities to utilize existing training. [I]
- Task A.1.5 Develop a promotion plan for colleges to encourage participation in the collaborative. [A] [I] [S] [T]
- Task A.1.6 Create services which facilitate collaboration and use of VLE. [T]
- Task A.1.7 Work in collaboration with MVU in the design of an integrated virtual learning environment based on identified services, course delivery and management mechanisms, and infrastructure components. [T] [I] [S]

Strategy A.2 **Participate in an expanded global market access through strategic partnerships with MVU, other education institutions, business organizations, and private service providers already serving those markets.**

- Task A.2.1 Develop new courses, including those that are produced by other providers in a variety of technologies. [A] [I] [T]
- Task A.2.2 Develop the capacity to create partnerships in the private sector on behalf of the MCCVLC. [A]
- Task A.2.3 Establish a clearinghouse of high-quality, virtual courseware developers. [T] [I] [A]

Responsibility Codes [A] Administrative Core Team [S] Student Services Core Team
[I] Instructional Core Team [T] Technology Core Team

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Strategy A.3 Build access to business specific market sectors, by aligning MCCVLC deliverables with the education and training needs of selected target markets including, but not limited to, the Michigan virtual learning colleges.

Task A.3.1 Initiate collaboration to meet the training needs of the auto industry. [A] [I]

Task A.3.2 Initiate collaboration to meet the training needs of the plastics industry. [A] [I]

Task A.3.3 Initiate collaboration to meet the training needs of the furniture industry. [A] [I]

Task A.3.4 Initiate collaboration to meet the training needs of the tourism industry. [A] [I]

Task A.3.5 Coordinate with the virtual learning components of the Michigan Aviation Consortium. [A] [I]

Goal B Continue to serve current markets well, while expanding access to under-served Michigan populations and to global customers.

Strategy B.1 Define processes to enable affordable and reliable access to a Virtual Learning Environment, both on and off campus.

Task B.1.1 Participate, with MVU, in a market analysis of potential need, i.e. programs, certification, and degrees by potential customer groups. [I]

Task B.1.2 Complete an analysis of potential customers of MCCVLC support services. Preliminary research can be done using available data regarding existing on-line and telecourse students, with specifications to be developed for market research to be contracted out. [S]

Task B.1.3 Coordinate special marketing initiatives related to the MCCVLC and as needed with MVU. [A]

Task B.1.4 Establish, in collaboration with MVU, required skills to use VLE and provide training and documentation to meet these skills. [T] [I]

Task B.1.5 Participate with MVU in creating partnerships with community organizations, businesses, and industries to expand network access. [A] [T]

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Goal C **Provide access to product and service deliverables in a manner which appears seamless to all customers.**

Strategy C.1 **Participate in the development of centralized student services with MVU which will make the MCCVLC appear as a single entity and provide the appropriate access and security to those services. (Note : services may be contracted to MCCVLC member or other.)**

Task C.1.1	Develop admissions process. [S]
Task C.1.2	Develop registration / records / transcripts process. [S]
Task C.1.3	Develop accounting process. [S]
Task C.1.4	Develop academic advising process. [S]
Task C.1.5	Develop placement process. [S]
Task C.1.6	Establish a network of MCCVLC service centers, including but not restricted to each community college campus. [S] [A]
Task C.1.7	Develop the other academic support structures for faculty and students of MCCVLC, such as tutoring, library resources, tutorials, and course material distribution systems. [I]
Task C.1.8	Develop specifications for a social environment for MCCVLC students (virtual student union). Could have facilities for informal social interaction between and among students and faculty and perhaps a place for interactive electronic games. [S]
Task C.1.9	Develop strategies to secure financial aid by seeking an exemption to limitation of student attending multiple institutions and influencing the re-write of Department of Education regulations that restrict financial aid to students involved in distance learning programs. [S]
Task C.1.10	Collaborate with MVU in the development of an infrastructure to enable access to specified services including security specifications, procedures for services, common interface and integrate required databases to enable seamless presentation and access to secure services. [T] [S]

Responsibility Codes **[A] Administrative Core Team** **[S] Student Services Core Team** **[I] Instructional Core Team** **[T] Technology Core Team**

Goals, Strategies, and Operational Tasks (continued)

Goal D **Build the collaborative which allows the community college partners to develop their individual capacities while maximizing the product of their collective efforts and building toward self-sufficiency.**

Strategy D.1 **Create a governance structure involving contributions from all community colleges that is flexible enough to respond to the needs of learners.**

- Task D.1.1 Establish the incorporation of the MCCVLC to facilitate operations and oversight with members of the policy board coming from all 28 Michigan community colleges. [A]
- Task D.1.2 Clearly define and obtain a written statement from each of the 28 Michigan community colleges accepting the Mission, Vision & Goal statements, and operating agreements for the Virtual Learning Collaborative. [A]
- Task D.1.3 Clearly delineate regulations for member colleges and students. [A]
- Task D.1.4 Clearly delineate the tasks to be accomplished by each college, department and individual participating in the MCCVLC, coordinating the activities which involve individuals and/or groups engaged in common tasks. [A]

Strategy D.2 **Develop a process by which collaboration and communication between Michigan community colleges can take place to address identified market needs.**

- Task D.2.1 Facilitate the establishment of sub-networks to coordinate groups of colleges or individuals having special interests or capabilities to provide a common output for the entire MCCVLC. [A] [I]
- Task D.2.2 Develop the specifications for the student technical support infrastructure. Develop student access to computer technology when away from our campuses -- perhaps by cooperating with local schools and/or libraries, or by working with businesses to acquire laptops for students. [S] [T]
- Task D.2.3 Develop specifications for a common student data system that meets the needs of students, faculty, advisors, registrars, and at the same time, meet all FERPA requirements. [S]
- Task D.2.4 Facilitate appropriate technical training to match needs associated with target audiences to enable use, design, delivery, or receipt of courses/services. [T]
- Task D.2.5 Work closely with all advisory teams to provide technical insight and guidance as they design and achieve their goals. [T]
- Task D.2.6 Determine strategies to enable affordable and reliable access for faculty and staff to a VLE, both on and off campus. [T] .
- Task D.2.7 Develop communication structure for all aspects of MCCVLC with partner institutions. [A] [T]

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Responsibility Codes [A] Administrative Core Team [I] Instructional Core Team [S] Student Services Core Team [T] Technology Core Team

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Goals, Strategies, and Operational Tasks (continued)

Strategy D.3 Develop cooperative agreements to support the MCCVLC.

Task D.3.1 Develop articulation agreements among all 28 community colleges to permit free transfer of comparable courses. [A]

Task D.3.2 Modify "residency" requirements for graduation so that a student using the MCCVLC can graduate from one of several colleges. [A]

Task D.3.3 Establish agreements to increase the flexibility in setting community college tuition and fee rates to be competitive in global marketplace. [A]

Task D.3.4 Develop a new agreement with the State of Michigan permitting a change in the reporting of hours and credits so as to promote the MCCVLC. [A]

Strategy D.4 Collaborate with MVU to develop agreements with NCA and other accrediting agencies to permit the accreditation of degrees and certificates earned on the MCCVLC.

Task D.4.1 Insure that the degrees and certificates received by students on the MCCVLC will be equivalent to those achieved by more traditional methods of instruction. [A] [I]

Strategy D.5 Find and develop funding sources for the general support of the network.

Task D.5.1 Seek funds from Federal, State, and Local governments, private foundations, and other gifts/donations. [A]

Task D.5.2 Develop methods of getting member colleges to support the MCCVLC in the form of grants, increased tuition, fee charges to students, and fees for services. [A]

Task D.5.3 Develop methods for contracted services with business and industry. [A]

Strategy D.6 Prepare for future needs and directions to keep MCCVLC competitive.

Task D.6.1 Engage in research and development activities to stay aware of trends in virtual learning environments around the world and to experiment with innovative technologies. [I] [S] [T]

Task D.6.2 Use an environmental scanning system to identify emerging markets. [A]

Task D.6.3 Deploy on-going market analysis to determine new market needs. [A]

Strategy D.7 Develop evaluation models which measure and report performance in the areas of customer satisfaction and student success.

Task D.7.1 Develop the necessary processes to evaluate faculty training including a process for improvement. [I]

Task D.7.2 Develop the necessary processes to evaluate academic support structures including a process for improvement. [I]

Task D.7.3 Develop the necessary processes to evaluate all student services and include a process-improvement feedback loop in the system. [S]

Responsibility Codes [A] Administrative Core Team [S] Student Services Core Team
[I] Instructional Core Team [T] Technology Core Team

Michigan Community College Virtual Learning Collaborative

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Assessment of Goals for MCCVLC

Goal	Strategy	Standard	Measurement	Timeline
A. Develop high quality human, technological, and programmatic capacity to allow Michigan community colleges to survive and thrive in a virtual environment.	**A.1** Design, create and maintain an infrastructure in collaboration with MVU which includes operating processes that enable learners and learning/ service providers to function successfully in a virtual environment.	Programs, certifications and degrees offered.	Customer satisfaction surveys. Student success rates. Course assessment strategies.	
		Faculty training programs delivered in all delivery methods.	Training assessment. Student surveys. Faculty surveys.	
		Promotion plan for colleges to participate in VLC.	Membership reports.	
		All infrastructure components: centralized, distributed, hosted services as well as course delivery and management mechanisms deployed and fully functional	Customer satisfaction surveys. Help desk reports	
	A.2 Participate in an expanded global market access through strategic partnerships with MVU, other education institutions, businesses, organizations, and private service providers already serving those markets.	Comprehensive clearinghouse of high-quality, virtual courseware developers deployed and fully functional.	Usage reports	
		Partnerships created with private sector.	Responsiveness to private sector needs. Usage reports. Customer satisfaction surveys.	
	A.3 Build access to business specific market sectors.	Provide the educational needs of identified markets.	Market analysis. Customer satisfaction surveys. Customer profile reports.	
B. Continue to serve current markets well, while expanding access to under-served Michigan populations and to global customers.	**B.1** Define processes to enable affordable and reliable access to a Virtual Learning Environment, both on and off campus, in collaboration with MVU.	Effective services in collaboration with MVU, including market analysis, marketing, environmental scanning, help desk, etc.	Customer satisfaction survey. Help desk reports. Enrollment reports.	

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Assessment of Goals for MCCVLC (continued)

Goal	Strategy	Standard	Measurement	Timeline
C. Provide access to product and service deliverables in a manner which appears seamless to all customers.	**C.1** Participate in the development of a centralized student services with MVU which will make the MCCVLC appear as a single entity and provide appropriate access and security to those services.	Fully functional and effective students services program, service centers, academic support structures and social environment for MCCVLC students.	Customer satisfaction survey. Help desk reports. Enrollment reports.	
D. Build the collaborative which allows the community college partners to develop their individual capacities while maximizing the product of their collective efforts and building toward self-sufficiency.	**D.1** Create a governance structure involving contributions from all community colleges that is flexible enough to respond to the needs of learners.	Governance structure which provides the efficient & effective implementation of policy & procedures, initiatives of planning, and the utilization of financial resources.	Satisfaction w/effectiveness of governance model. Financial reports.	
	D.2 Develop a process by which collabo. ation and communication between Michigan community colleges can take place to address identified market needs.	Effective collaboration process utilized for specific projects among partners.	Project summary reports. Customer satisfaction surveys.	
	D. 3 Develop cooperative agreements to support the MCCVLC.	Efficient policy in place providing seamless services to students/customers.	Customer satisfaction surveys. Customer profile reports.	
	D. 4 Collaborate with MVU to develop agreements with NCA and other accrediting agencies to permit the accreditation of degrees and certificates earned on the MCCVLC.	Reputable degrees and certificates offered	NCA Approval	
	D.5 Find and develop funding sources for the general support of the network.	Sustainable funding after startup	Financial reports.	
	D.6 Prepare for future needs and directions to keep MCCVLC competitive.	Active and fully funded R&D activity.	Market analysis. Project reports.	
	D.7 Develop evaluation models which measure and report performance in the areas of customer satisfaction and student success.	Effective process of continuous improvement.	Customer satisfaction survey. Member satisfaction. Enrollment & graduation reports.	

Michigan Community College Virtual Learning Collaborative

Financial Plan

Revenue Sources	Year 1	Year 2	Year 3
MVU Grant	$ 1,000,000.00	$ 750,000.00	$ 500,000.00
Institutional Memberships	$ 185,000.00	$ 185,000.00	$ 185,000.00
Tuition Revenues @ 10%	$ -	$ 150,000.00	$ 300,000.00
Total Revenues	$ 1,185,000.00	$ 1,085,000.00	$ 985,000.00
Expenses			
Total Wages & Benefits Includes all wages and benefits for the CEO and the central staff.	$ 312,000.00	$ 321,360.00	$ 331,000.80
Total Supplies, Programs & Services Includes equipment and other normal operating expenses.	$ 665,000.00	$ 633,000.00	$ 633,000.00
Total Expenses	$ 977,000.00	$ 954,360.00	$ 964,000.80
Annual Operating Cash Flow	$ 208,000.00	$ 130,640.00	$ 20,999.20
Cumulative Fund Balance	$ 208,000.00	$ 338,640.00	$ 359,639.20

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